Cambridge OCR-set Assignment

Sample Assessment Material

Cambridge OCR Level 3 Award in Oracy

Unit F219 Speaking with confidence through discussion and presentation

Scenario 1 Title: Discussing local issues

Scenario 2 Title: Presenting at an open day

This is a sample set assignment which should only be used for practice.

This assignment **must not** be used for live assessment of students.

The live assignment will be available on our secure website, 'Teach Cambridge'.

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The Cambridge OCR administrative codes linked to this unit are:

- unit entry code F219
- certification code H055

The regulated qualification number linked to this unit is:

M/651/8518

Duration

About:

o 2.5 hours of supervised time (GLH)
(work that **must** be completed under teacher supervised conditions)

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- 5 hours of unsupervised time
  (work that students can complete independently without teacher supervision)

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Information and instructions for teachers

Using this assignment

This assignment has two scenarios and accompanying tasks that reflect how people use spoken communication skills to express opinions, engage in discussion, and prepare and deliver a presentation to a general audience.

The assignment:
- Is written so that students have the opportunity to meet the requirements of all assessment criteria for the unit.
- Will tell students if their evidence must be in a specific format. If the task does not specify a format, students can choose the format to use.
- **Must** be completed under teacher supervision. Any unsupervised time allowed will be stated below and explained in the assessment guidance.

We have estimated that this assignment will take about 2.5 hours of supervised time and 5 hours of unsupervised time to complete. Students will need approximately:
- 2.5 hours to complete Task 1
- 5 hours to complete Task 2

You **must**:
- Use a Cambridge OCR set assignment for summative assessment of students.
- Familiarise yourself with the assessment criteria and assessment guidance for the tasks. These are given at the end of each student task. They are also with the unit content in **Section 5** of the Specification.
- Make sure students understand that the assessment criteria and assessment guidance tell them in detail what to do in each task.
- Read and understand **all** the rules and guidance in **Section 7** of the Specification **before** your students start the set assignments.
- Make sure that your students complete the tasks and that you assess the tasks fully in line with the rules and guidance in **Section 7** of the Specification.
- Give your students the Oracy **Student guide to NEA assignments before** they start the assignments.
- Complete the **Teacher Observation Records** for **both tasks.** You **must** follow the guidance given when completing them.
- Allow group work in **Task 1** only of this assignment. Make sure you have read and understood the guidance for assessing work in **Section 7.2** of the Specification.

You **must not**:
- Use live Cambridge OCR set assignments for practice or formative assessment. This sample assessment material **can** be used for practice or

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formative assessment.
- Use this sample assessment material for live assessment of students.
- Change any part of the Cambridge OCR set assignments or assessment criteria.

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Information for delivering tasks

<table>
<tr><th>Task</th><th>Requirements</th></tr>
<tr><td>Task 1</td><td>
Students should take part in practice discussions on a range of topics throughout the course to develop their speaking skills, confidence, and awareness of the timeframe. We recommend that students practice discussions with a range of different people. These must not be rehearsals of the assessed discussion.

Students will work in groups to complete this task. Before students start the discussion for assessment, you must check that each group has:
• the recommended number of students in it for the discussion (3-4 students),
• chosen and agreed an appropriate discussion topic related to one of the categories provided. We have provided some example topics, but student groups may choose their own appropriate topic.

Students must complete any preparation work individually. Students should research a topic and come to the assessment with an argument prepared. You should check students' arguments to make sure they do not come with identical points to others in the group.

You must choose a space for the assessment with minimal interruptions and background noise, where students have sufficient space to be recorded.

You are responsible for providing the necessary equipment to record the assessment. You should think about where to place the recording equipment ahead of the assessment so that students can be clearly seen and heard for moderation purposes.

You should remind other students who are in the room during recording to remain attentive and quiet when other students are speaking.

You must make sure that students can be easily identified for moderation purposes. We recommend using name cards in a clearly visible place for identification purposes.

Students must submit their discussion in video format. The table below shows acceptable file formats for videos.

<table>
<tr><td>Acceptable video file formats</td><td>.3gp, .m4v, .mov, .mp4</td></tr>
</table>
</td></tr>
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Task 2	You **must** check the suitability of students' presentation topics before assessment starts. The topic **must** be of sufficient depth to be considered Level 3 standard. The topic of the presentation should not be about what a subject is like to study, for example, a presentation on the topic of what it is like to be a PE student would be unsuitable because it would lack specialism of content. The presentation should be about a specific area of content offering Level 3 depth. For example, a presentation for the subject of PE may be on the topic of biomechanics. For the subject of Health and Social Care, the presentation may be on the topic of the impact of discrimination in health and social care settings. Where students choose to base their presentation on an extra-curricular activity, the presentation should not solely be about their involvement in a hobby, it **must** demonstrate a level of specialism to make it a Level 3 topic. For example, if students are taking the Duke of Edinburgh's Award, the presentation should not solely be about activities they have enjoyed but could be about work they have done to combat climate change as part of the programme. The research element of the task does not need to be completed under teacher supervised conditions, but it is necessary for students to access the criteria. Assessment **must** take place in a suitable room with minimal background noise and interruptions. You are responsible for providing the necessary equipment for students to deliver their presentations and to record the assessment. You must think about where to place the recording equipment ahead of the assessment so that students can be clearly seen and heard for moderation purposes. You **must** decide who the audience members will be ahead of time. You **must not** make presenting students aware of any pre-prepared questions. Student responses to questions **must** be spontaneous. You should ask open questions that allow students to elaborate on the content of their presentation and that offer a sufficient level of challenge. For example, a question such as "*What motivated you to choose this topic*?" is not of sufficient challenge. A suitable question for the topic of biomechanics in PE might be ''*What are the main biomechanical principles involved in a game of tennis?*''. A suitable question for the topic of discrimination in Health and Social Care settings might be ''*What recommendations would you make to a manager in a health and social care setting to ensure they avoid discrimination?*'' A suitable question for

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	the topic of combatting climate change on the Duke of Edinburgh's Award could be "*What obstacles or challenges did you come across in your work on combatting climate change on the Duke of Edinburgh's Award?"*

	You **must** make sure that students complete the reflection activity within a week of their presentation. Students can choose whether to do the reflection in written or oral format. The oral format of the reflection can be either a video or a voice recording. Students' reflections **must** be completed under teacher supervision. Students **must** submit their presentation in video format. The table below shows acceptable file formats for videos and audio tracks for voice recordings. Acceptable audio file formats: .aac, .m4a, .mp3, wav, .oog Acceptable video file formats: .3gp, .m4v, .mov, .mp4

Pages 1-6 are for teachers only. Please do **not** give **Pages 1-6** to your students.
You can give **any** or all the pages **that follow** to your students.

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Tasks for students and assessment criteria

Scenario 1

You are part of a group of young people working to advise your local council. A council member is joining your group to hear your views on issues that matter most in your local area. Your role is to share opinions, explore different views, and reflect on the topic during an 8-10 minute discussion. Your views will help the council understand what matters to young people, but you do not have to find solutions.

Your group should be 3-4 people. Your group has been asked to discuss a relevant topic from **one** of the four categories below:

Category	**Example topics**
Environment and climate	• Recycling • Green space
Families and households	• Cost of living • Quality of schools
Sport and leisure	• Local facilities • Equal opportunities
Inclusivity and community	• Crime rates • Accessibility of facilities

The topics in the table are given as examples. You may choose a different topic related to **one** of the categories if you want to.

You **must** decide with your group the topic you will discuss and spend some time preparing for the discussion.

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Task 1
Discussing topical issues

Topic Areas 1 and 2 are assessed in this task.

The task is:

- State your opinion on the topic and give arguments to support your position
- Listen to other people's views and respond
- Comment on the strengths or weaknesses of the opinions of others.

Your evidence **must** include:

- A video recording of the discussion.

Use the assessment criteria below to tell you what you need to do in more detail.

Pass	Merit	Distinction
P1: Participate actively and politely throughout the discussion. (PO1)	**M1: Demonstrate** reflective listening techniques when responding to the opinions of others. (PO1)	**D1: Use** techniques to shape a discussion. (PO3)
P2: Demonstrate active listening techniques. (PO1)		
P3: Articulate relevant opinions supported with evidence or examples. (PO2)	**M2: Use** persuasive techniques to build appropriate arguments and/or counterarguments. (PO2)	

Assessment Guidance

This assessment guidance gives you information to meet the assessment criteria.

Assessment Criteria	Assessment guidance
General	• Students **can** select one of the topics given as an example or they **can** select their own topic related to one of the four categories given. • They **must** communicate their choice of topic to the teacher in advance of the discussion. • Students **must** come to the discussion with an opinion on the chosen topic, and have some arguments prepared. Preparation does not need to be completed under supervision, as this is not assessed. • Students do not have to have a different opinion to other

	students in the group. If all students in the group have the same or similar opinion, they **can** refer to opinions held by others outside of the group to give a counter opinion.

	• Conversations **can** move slightly out of the named topic if appropriate to the discussion and context. For example, a conversation about environment and climate could naturally lead into a point about the housing crisis. • Students **must** demonstrate awareness of the purpose and local council context of the discussion. • Students **must** participate in a live unscripted discussion. Minimal use of notes is allowed in the form of brief prompts. Students **must not** use written scripts or memorised responses; these could be self-penalising. • The teacher **must** state which topic has been chosen at the start of the recording. • Teachers **may** signal how much time is remaining for the discussion. • Teachers **must** complete a Teacher Observation Record for each student and refer to Section 7.3.4 of the Specification for full submission requirements.
P1	• Students **must:** o contribute **throughout** the discussion. o demonstrate collaborative turn-taking, accepting that there may be some natural overlaps in speech. o elaborate by using **more than one-word** answers. o use a strategy to keep the conversation going. • Where students disagree with an opinion, they **must** respond sensitively using respectful language.
P2	• Students **must** demonstrate **at least two** of the active listening techniques set out in Topic Area 2.1.1 of the specification.
P3	• Students **must** clearly state **at least two** opinions on the chosen topic with evidence or examples as set out in Topic Area 1.2.1 of the specification.
M1	• Students **must** listen to the opinion without interrupting. A brief accidental overlap in speech is permitted, but longer or intentional interruptions are not permitted. • Students **must** respond to **at least one** other person's argument or opinion. • Students **must** use at **least two** techniques and **at least one** form of acknowledgement from Topic Area 2.1.2 of the specification. • Students do not need to offer an alternative opinion to achieve this criterion.
M2	• Students **must** provide **at least one** argument and/or counterargument to support their position. The

Sample

	• Conversations **can** move slightly out of the named topic if appropriate to the discussion and context. For example, a conversation about environment and climate could naturally lead into a point about the housing crisis. • Students **must** demonstrate awareness of the purpose and local council context of the discussion. • Students **must** participate in a live unscripted discussion. Minimal use of notes is allowed in the form of brief prompts. Students **must not** use written scripts or memorised responses; these could be self-penalising. • The teacher **must** state which topic has been chosen at the start of the recording. • Teachers **may** signal how much time is remaining for the discussion. • Teachers **must** complete a Teacher Observation Record for each student and refer to Section 7.3.4 of the Specification for full submission requirements.
	argument/counterargument **must** be relevant and on topic in the context of the conversation. • Students **must** evidence the use of **at least one** persuasive technique in their argument/counterargument from Topic Area 1.2.1 of the specification.

D1	• Students **must** use techniques to shape a discussion from Topic Area 2.2.1 of the specification. • Where students challenge others' ideas, this **must** be done constructively.

Advice:

- Choose a topic that gives you plenty to talk about.
- Be mindful of topics that may be triggers for people in your group.
- Prepare some ideas and examples before the discussion.
- Use polite phrases to agree, disagree, or ask questions.
- Keep points clear and brief so everyone can contribute.
- Be ready to adapt if the conversation moves in a new direction.

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Scenario 2

Your school or college is having an open day to attract new students. As part of the open day, there will be presentations that people can watch to get an idea of what it is like to be a student at the school or college. You have been asked to give a 10–12 minute presentation to a general audience, on a topic related to a subject or extra-curricular activity with a specialism, that you have enjoyed at school or college. The aim of the presentation is to cover the topic. You can choose any aspect of the subject to focus on in your talk. The 10-12 minutes includes time for questions.

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Task 2

Delivering a presentation

Topic Areas 3, 4 and 5 are assessed in this task

The task is:

- Choose a topic for the presentation
- Research the topic to collect relevant information for the presentation
- Prepare a visual aid to accompany the presentation
- Deliver a 10–12 minute presentation
- Respond to **at least two** questions at the end of the presentation
- Reflect on how effective the presentation was.

Your evidence **must** include**:**

- A copy of the visual aid, for example a copy of the slides or photograph of the object or artefact
- A video recording of the presentation
- A short reflection in either written or oral format.

Use the assessment criteria below to tell you what you need to do in more detail.

Pass	Merit	Distinction
P4: Prepare relevant information for the presentation, using research. (PO2)		
P5: Structure the presentation into clear and cohesive sections. (PO2)		
P6: Deliver the presentation with an appropriate supporting visual aid. (PO3)	**M3: Clarify** complex information using the visual aid. (PO3)	
P7: Describe the main points of the topic using clear language. (PO2)	**M4**: **Articulate** complex ideas clearly and concisely for an audience. (PO2)	**D2: Use** a suitable delivery style for the context to make the material engaging for the audience. (PO3)
P8: Demonstrate effective non-verbal communication. (PO3)	**M5: Respond** to questions, giving clear and considered answers. (PO1)	**D3**: **Evaluate** your own performance and the effectiveness of the presentation. (PO3)

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Assessment Guidance

This assessment guidance gives you information to meet the assessment criteria.

Assessment Criteria	Assessment guidance
General	• The presentation **must** be delivered to an audience. The audience should be a minimum of the teacher, the camera and any other audience members that the teacher chooses who are being assessed that day. • Students **must** deliver the presentation in the 10–12 minute time frame. • The presentation **must** be recorded by a teacher. • Students **can** refer to notes during the presentation, but they **must not** read directly from their notes. The notes **must** be used as an occasional prompt only. • Occasional lapses in performance are acceptable but in general the presentation should appear to be well-rehearsed and the candidate well-prepared. • Students **must** reference sources of facts given in the presentation. Further guidance is given in section 7.2.2 of the Specification.
P4	• Students **must** use **at least one** research source for the presentation. For further details refer to section Topic Area 3.2.1 of the specification. • Students' research **must** be relevant to their presentation topic. • The research element of the task does not need to be completed under teacher supervised conditions, but it is necessary for students to access the criteria.
P5	• Students **must** structure the presentation into clear sections, including an introduction, main points, and conclusion. The information **must** be organised in a way that is easy for the listener to follow and understand. • This criterion will be assessed during delivery of the presentation. • Students **must** use **at least two** of the cohesive devices set out in Topic Area 3.2.3 of the specification.
P6	• Students **must** select and use a visual aid. For example, slides, an object, or an artefact, that supports the presentation. • Students **can** choose the type of visual aid they use. Certain types of visual aids may be more suitable for certain types of subjects or topics. For example, a set of slides may be most appropriate for a presentation for business-related subjects, while a painting or a piece of pottery may be more suitable for a presentation on art. • Where students choose to submit a set of slides, there is a limit of 10 slides. • Students **must** interpret the visual aid giving details of how it

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	relates to the content.
P7	• Students **must** speak at an audible volume, use plain English and speak intelligibly.
P8	• Students **must** use effective non-verbal communication techniques. including **at least two** of the ways of building and sustaining rapport in Topic Area 5.1.2 of the specification.
M3	• Students should use the visual aid from P6 to add engagement to the presentation and help the audience to understand complex ideas. • The criterion assesses how effectively the visual aid is used, not the content of the visual aid itself.
M4	• Students **must** communicate complex ideas clearly and concisely, showing awareness of the audience. Subject specific language should be explained for a general audience. This includes using techniques set out in Topic Area 4.2 of the specification.
M5	• Students **must** respond to **at least two** questions from the teacher at the end of the presentation. Students **must** respond clearly and **must** give relevant answers that build on the content of their presentation and allow them to demonstrate expertise in the topic. It is acceptable for students to ask for a question to be rephrased or elaborated on.
D2	• Students **must** use an appropriate delivery style for the context of the presentation. • Students **must** adapt material from their subject or extra-curricular activity to make it engaging for a general audience. This includes presenting material in a way that is easy to understand and interesting for the person listening. • Students **must** use techniques for creating engaging introductions and memorable and effective conclusions in Topic Area 3.2.3 of the specification to engage the audience.
D3	• Students do not need to collect feedback from the audience on their presentation. • Students **must** include **at least four** of the reflection points listed in the exemplification column of Topic Area 5.4.1 of the specification. • Students **must** complete a written reflection of **500 words** or an oral reflection of about **2-3 minutes** in duration. • Students **must** complete the reflection under supervised conditions.

Advice:

- Consider the purpose and audience of your presentation.
- Plan carefully to structure your presentation effectively.
- Keep visual aids as concise as possible.
- Practice aloud and time yourself.
- Anticipate possible questions.

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Teacher Observation Record Form 1

Use this form to record what is observed.
Read the **guidance notes** below the form **before** you complete the form.

OCR Level 3 Award in Oracy

Unit number:	F219
Unit title:	Speaking with confidence through discussion and presentation
Task number:	1
Task title:	Discussing local issues

Student's name:	
Date the activity was completed:	

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The **teacher** fills in this section:

Criterion	Achieved ü or û	Teacher notes on how criterion is achieved
P1: Participate actively and politely throughout the discussion.		
P2: Demonstrate active listening techniques.		
P3: Articulate relevant opinions supported with evidence or examples.		
M1: Demonstrate reflective listening techniques when responding to the opinions of others.		
M2: Use persuasive techniques to build appropriate arguments and/or counterarguments.		
D1: Use techniques to shape a discussion.		
Teacher's name:		
Teacher's signature		
Date:		

Sample

The **student** fills in this section:

I agree with my teacher's description of how I completed this activity Yes ☐	
Use this space to make any extra comments.	
Student's signature:	

Date:	

Teacher Observation Record Form 2

Use this form to record what is observed.
Read the **guidance notes** below the form **before** you complete the form.

OCR Level 3 Award in Oracy

Unit number:	F219
Unit title:	Speaking with confidence through discussion and presentation
Task number:	2
Task title:	Presenting at an open day

Student's name:	
Date the activity was completed:	

Sample

The **teacher** fills in this section

Criterion	**Achieved ü or û**	**Teacher notes on how criterion is achieved**
P4: Prepare relevant information for the presentation, using research.		
P5: Structure the presentation into clear and cohesive sections.		
P6: Deliver the presentation with an appropriate supporting visual aid.		
P7: Describe the main points of the topic using clear language.		
P8: Demonstrate effective non-verbal communication.		
M3: **Clarify** complex information using the visual aid.		
M4: Articulate complex ideas clearly and concisely for an audience.		
M5: Respond to questions, giving clear and considered answers.		
D2: Use a suitable delivery style for the context to make the material engaging for the audience.		
D3: **Evaluate** your own performance and the effectiveness of the presentation.		
Teacher's name:		
Teacher's signature:		
Date:		

Sample

The **student** fills in this section:

I agree with my teacher's description of how I completed this activity Yes ☐	
Use this space to make any extra comments.	
Student's signature:	
Date:	

Sample

Guidance notes

Both the teacher **and** the student are responsible for completing this form.

The **teacher must**:
- use the form to indicate if each criterion has been achieved or not achieved.
- use the form to indicate how the student met or did not meet the assessment criteria.
- share what they have written with the student and offer the opportunity to discuss if the student disagrees with what is written.
- reach agreement with the student before the work is submitted for moderation.
- sign and date the form as evidence of agreement.

The **student must**:
- reach agreement with the teacher before the work is submitted for moderation.
- use the form to show that they agree with the teacher's record of the activity observed.
- sign and date the form as evidence of agreement.

The form **must**:
- provide evidence that is individual to the student.

The form **must not**:
- contain a simple repeat of the Assessment Criteria.
- contain just a list of skills.
- be completed by anyone other than the teacher observing the activity and the student completing the activity.
- be written by the student for the teacher to sign.
- be used to evidence achievement of a whole unit or task in isolation.

Sample

NEA Command Words

The table below shows the command words that may be used in the NEA and/or assessment criteria.

Word(s)	Definitions
Articulate	• Clearly express a thought or idea
Clarify	• Explain and make an idea easier to understand
Demonstrate	• Give evidence of understanding e.g. in a conversation
Deliver	• Present information, e.g. findings of research
Describe	• Give an account that includes the relevant characteristics, qualities or events
Evaluate	• Make a reasoned qualitative judgement considering different factors and using available knowledge/experience
Respond	• Reply showing thought and consideration to relevant point or question.
Structure	• Organise information clearly and logically

We might also use other command words but these will be:

- commonly used words whose meaning will be made clear from the context in which they are used.
- subject specific words drawn from the unit content.

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